

structure and condition (arriving). Knowledge of supervision was measured by questions in both scenarios, and was scored for each. For the evolving scenario, candidates were provided with a 15-minute preparation period, and candidates had 10 minutes to respond. For the arriving scenario, a five minute preparation period was given and candidates had 10 minutes to respond.

The candidates' responses were scored on technical knowledge and oral communication ability. Prior to the administration of the exam, a panel of Subject Matter Experts (SMEs) determined the scoring criteria, using generally approved fire command practices, firefighting practices, and reference materials. Scoring decisions were based on SME-approved possible courses of action (PCAs) including those actions that must be taken to resolve the situation as presented. For a performance to be acceptable, a candidate needed to present the mandatory courses of action for that scenario. Only those oral responses that depicted relevant behaviors that were observable and could be quantified were assessed in the scoring process. Each performance was evaluated by two SMEs who currently are a first level supervisor or higher. If the SME scores differed by 1 point, the score was averaged. If they differed by more than 1 point, the SMEs were required to confer with each other until they agreed on a score. Scores were then converted to standardized scores.

Candidates were rated on a five-point scale, with 5 as the optimal response, 4 as a more than acceptable passing response, 3 as a minimally acceptable passing response, 2 as a less than acceptable response, and 1 as a much less than acceptable response. For each of the scenes, and for oral communication, the requirements for each score were defined. For the evolving scenario, the appellant scored a 5 for the technical component, a 5 for the supervision component, and a 4 for the oral communication component. For the arriving scenario, the appellant scored a 5 for the technical component, a 5 for the supervision component, and a 4 for the oral communication component.

The appellant challenges his scores for the oral communication components of both scenarios. As a result, the appellant's test material, video, and a listing of PCAs for the scenarios were reviewed.

For the oral communication components of both scenarios, the assessors indicated that the appellant failed to maintain eye contact with the camera when speaking, and he read from his notes. On appeal, the appellant explains that he was told he could take and use his notes. He states that he referenced his notes when presenting, even holding them off the table to ensure that he minimize the time he was not looking at the camera. He argues that he referenced his notes to ensure that he would not miss any actions, but communicated his answers to the camera. He states that his notes were extensive, and in logical sequence, and he

repeated this process to ensure that he had communicated everything that he had written down. He said he did never looked away from the camera for more than a few seconds to references his notes. Further, the appellant argues that he was not told of a specific time frame that he could be referencing his notes are presenting to the camera.

The orientation guide that was available to each candidate indicated that oral communication, the ability to communicate clearly and concisely, was a component of this portion of the exam. One of the factors of oral communication is nonverbal communication, which includes using gestures effectively without causing confusion or distractions, and making eye contact when speaking. This is an appropriate factor in oral communication for a first level supervisor, who interacts with management, officials, the public, other departments and the media, and not solely with fire department personnel on the fire ground. In addition, candidates were permitted to use their notes.

A review of the appellant's presentation for the evolving scenario indicates that he made adequate eye contact while answering the first part of question 1. Towards the end of question 1, the appellant began to appear as though he was reading from his notes. He held his notes up in his left hand, and used a pen with his right hand to keep track of where he was reading. Then, when he began answering question 2, the appellant made limited eye contact, and he mostly read from his notes and held them in his hands the entire time. For this question, the appellant spent more time looking down than towards the camera. For example, he stated, "**For question 2, based on this information the actions I would take was that I would ensure that all members were in full PPE, and SCBA and PASS devices thermal imaging camera, (looks up) a, a radio, a search rope, length and width of the building, a saw with metal and wood blades, a radio, a light, and that they were all turned on. I would en...call immediately additional alarms. (looks up) I would call for additional water supplies and I would order 2½ inch lines, hose, charged hose lines to be stretched into exposure B. That line would also be backed up, and also a third line for the exterior. We would perform overhaul using the thermal imaging camera to confirm fire if in fact how much if it is extended into the cockloft and we would notify members on the roof to perform inspection cuts and also use a thermal imaging camera to determine if it was in fact still safe to be on the roof.**" All of the words in bold were spoken while the appellant was looking down at his papers, and he was looking at the camera for the words that are not in bold. The appellant gave significant actions while looking down, and this behavior was apparent throughout his response to question 2. He continually held his notes in front of him or pointed to them with a pen, while referring to them frequently, and this behavior and his lack of eye contact was distracting. The appellant's score of for the oral communication component will not be changed.

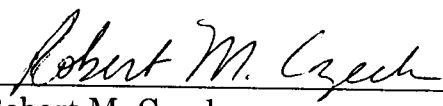
A review of the appellant's presentation for the arriving scenario indicates that he read from the scenario to provide his size-up. He then continued reading from his notes, with his pen in his right hand and the papers in his left. While he looked at the camera, he also looked down at his notes a great deal. For example, he stated, "**We would perform vertical ventilation of ah, all windows and doors as the fire is on the first floor on the D side. We would perform primary secondary search of the last known location of the victims, specifically, the three victims on the second floor, two bedrooms on the A/B and B/C corner. We would, we would focus all of our efforts to remove and rescue those victims to treat, triage and transport. We'll be using a thermal imaging camera to scan for these victims and probing with tools for hazards and victims, and when they were found they would be removed and rescued. We would focus all of our efforts on this life hazard and we will coordinate all of our efforts with all other companies who are performing search rescue ventilation and fire attack. We would perform overhaul for any fire that has extended horizontally and vertically into the attic as in any wall-base, stud-base, plumbing chase and electrical ways. We would control utilities, gas water and electric. And we would communicate our position progress and needs to command and all other units.**" Again, all the words in bold were spoken while the appellant was looking at his notes. The appellant looked down frequently and long enough to give the appearance that he was reading from his notes at times. This was distracting, and the appellant's score for oral communication will not be changed.

ORDER

Therefore, it is ordered that this appeal be denied.

This is the final administrative determination in this matter. Any further review should be pursued in a judicial forum.

DECISION RENDERED BY THE
CIVIL SERVICE COMMISSION
THE 10th DAY OF NOVEMBER, 2016



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